A COMPREHENSIVE ANALYSIS OF BENEFICIARIES' PERCEPTION ON MID DAY MEAL SCHEME IN FARIDABAD & PALWAL DISTRICT

SYNOPSIS

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1. Title: A COMPREHENSIVE ANALYSIS OF BENEFICIARIES' PERCEPTION ON MID DAY MEAL SCHEME IN FARIDABAD & PALWAL DISTRICT.

2. Introduction: The Mayor of Madras, India, introduced the scheme of one anna a meal for students in one school in the 1920s. One anna was a unit of Indian currency that is no longer in use; an anna was worth INR 0.06 at the time. The British government ended the program when enrollment in that school increased as an outcome of the scheme. However, in 1956, K Kamaraj, the then-chief minister of the Indian state of Tamil Nadu, launched a midday meal program. All primary school students in Tamil Nadu were served hot meals at school as part of this program. The results were encouraging. These meals kept students coming to school, mostly from poor and impoverished backgrounds, and decreased classroom hunger, allowing students to concentrate on their studies. It also enhanced student nutrition and reduced the number of dropouts.

The Mid-Day Meal Plan was first introduced in August 1995 as Launched By the government programme to support the universal applicability of primary education and to enhance the nutritional status of young children. In order to reduce hunger among vulnerable groups, it was intended to provide food to primary school kids either in the form of rations or cooked meals. September 2004 saw a revision to the programme. The updated programme mandated that all primary-level students enrolled in government, local authority, and government-aided schools as well as those attending Alternative & Innovative Education (AIE) Centers and the Education Guarantee Scheme (EGS) get a cooked midday meal. The amount of cooked food was predetermined; the children were to receive a least of 300 calories and 8–12 grammes of protein daily (Friedman et al 2011).

The Mid-Day Meal (MDM) program is a government-sponsored initiative aimed at providing nutritious meals to school-going children, primarily in government and government-aided schools, with the overarching goals of tackling childhood malnutrition, increasing school attendance, and promoting overall child development. This program, established in India and implemented in several other countries, plays a pivotal role in breaking the cycle of poverty and enhancing educational outcomes by offering daily incentives for children to attend school and ensuring they receive essential nutrients through a balanced meal. The MDM program

has a significant impact on children's health, education, and social inclusion, making it a crucial intervention for the holistic development of young learners.

The Mid-Day Meal (MDM) is a government-sponsored school feeding program implemented in several countries, including India. It is intended to serve hot and nutritious meals to school-going children, primarily in government and government-aided schools. The primary objectives of the MDM (Mid-Day Meal) program are to address problem related to childhood malnutrition, increase school enrollment and attendance, and children's overall development should be promoted.

The standards for the MDM(mid-day meal) programme were updated in 2006 to better meet the needs of the young children in the age range and to provide more protein. The updated standards mandate that all primary school-aged children have MDM every day throughout the school day. This compares to the previous standard, which called for 300 calories and 8–12 grammes of protein. Vegetables or other items are added to the meal to supply the extra calories and proteins. Higher primary school children receive a midday meal containing seven hundred calories and twenty grams of protein.

In Haryana, a reformed midday meal programme was introduced in 2004 as a Launched By the government programme. All primary school students are given a hot prepared supper as part of the programme. However, it has since been gradually extended to upper-primary level as well according to GOI a regulations from May 2008–2009. By September 2007, the programme had been implemented in all 14496 primary schools and AIE Centers throughout Haryana's 20 districts and 119 educational blocks. 16.11 lakh children participated in the event in total, with around 5.99 lakh of those coming from the schedule caste. There were 4.04 lakh additional Backward Class beneficiaries 1.27 lakh additional recipients came from AIE centres. It shows that OBCs used one-fourth of the midday meal facilities at the primary level, while SCs and Others used 37% of the total beneficiaries (Emerson and Souza 2007).

The midday meal programme is under the authority of the Commissioner of Education & Language. He is in charge of finding and supplying food grains, pulses, and edible oil to every school so that all primary, upper-primary, and AIE centres have permission to a continuous supply of cooked food. The Commissioner is in charge of the midday meal program. He or she is directed by the Associate Director of MDM, Additional Director, and Director of Elementary Education. The District Education Officer (DEO) is in charge of implementing the midday meal programme at the district level. The Block Education Officers assist the DEO. School principals are in charge of ensuring that the program is carried out properly at the local level. It depicts the organizational structure of the state.

Fig no 1: Organizational Structure for MDM at the State Level.

The committee in charge of ordering and supplying food grains, and also overseeing, managing the midday meal program, is the midday meal committee. The Committee ensures that food grains (wheat and rice) are purchased on time through the Food Corporation of India (FCI) and delivered to all primary schools once a month. The BPL pricing for the purchased food is provided by CONFED. Food ingredients are delivered in "Bags" that weigh 50 kg. The district committee, led by the additional deputy commissioner, purchases other materials such as grains, pulses, jeera, salt, pepper and cooking oil and provides them to the schools. The school principal buys perishable vegetables as needed each day. Concerned District Education Officers are in charge of ensuring the supply of grains and cooking expenses are used properly in order to address inadequate and unequal utilization of these resources between and within districts. Despite the fact that food grain quantity standards were raised in 2006, by 2007-08, the whole quantity of food grain allocated to schools had increased from 28673 quintal to 30302.74 quintal. According to the federal government's decision, the amount of food grains increased by about 1% between 2005–06 and 2007–08. Teachers are given the duty of keeping food grains in good condition, storing them safely, and checking the inventory and transaction register. The state officials instructed them to maintain order, discipline, and social justice.

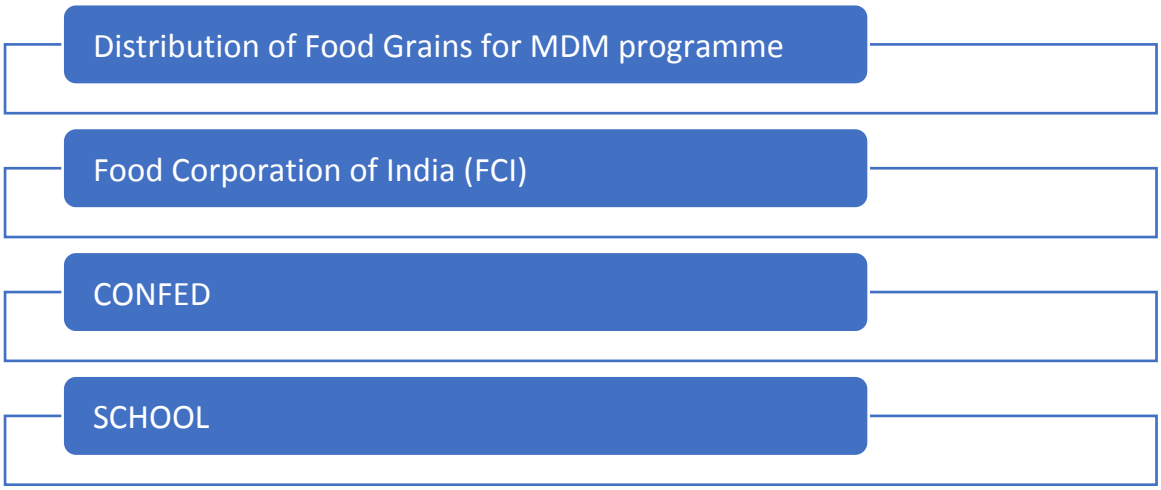

Fig no. 2: Food Grains Distribution for MDM Scheme:

At the state-wide level, the Menu Committee was created to set the weekly menu for every school. The five-day menu was prepared and had various assemblages of rice, wheat, and legumes. The youngsters receive their requested lunch on the sixth day, which is Saturday. Every school follows the same rules on each day of the week. The children's menu will include five delicacies, including Meetha Rice, Vegetable Pulao, Dalia, Paushtik Khichri, and Bakli, from Monday through Friday. The children receive these recipes in a daily rotation. The MDM programme was expanded to higher primary schools in 2007–2008. With the exception of an increase in amount, the recipes at upper primary level are nearly identical. Vegetable pulao is prepared with the seasonal veggies. Hence, a hot midday meal made of the precise items listed is given to the kids.

Honorary cooks are hired by schools based on student enrollment in order to manage midday food operations properly. A second cook may be hired after 100 students, and their combined compensation will then be split between them. The school's headmaster is given responsibility for this. Typically, local residents are hired for it. Women from the Schedule caste or widows are given preference. They only occasionally and part-time engage in cooking activities. During the summer and winter holidays, they are granted breaks for which they don't get compensated.

Table no. 1 : Criteria for Recruiting Cook

No. of Child at school	No. of Cooks
1-250	2
251-500	2
501-750	3
751 & above	4

The helper's recruitment is not permitted. In the state, there were 10890 cooks in total in 2007–2008; 90% of them were women, and 10% were men. 42 percent of respondents were SCs, and 58 percent were others, according to category-wise split (Desai and Muralidhar 2000).

Allocation of Resources and Fund Flow System:

The Indian government approved Rs. 5158.27 lakh for the MDM programme in 2007–08 to cover the cost of cooking, kitchen sheds, kitchen equipment, and MME. Of of this, Rs. 4764.41 lakh had been approved for culinary expenses, including Rs. 965.00 lakh from the previous year that had not yet been spent (Adelman et al. 2007).

Also, the government had approved Rs. 2252.00 lakh for the state portion of cooking expenses. Additional funding of Rs. 654.00 lakh (Rs. 434.00 lakhs by Central + 220 by State) had also been granted for the benefit of upper primary students (Harriss 1991, p.10).

The District Education Officer receives money for the midday meal directly from the Directorate of Elementary Education (DEO). Through BEOs, the DEO electronically transfers money straight to the account book of the school principal. Each school principal's account receives a minimum credit of Rs. 5000 to a maximum credit of Rs. 12000 depending on the number of students. The head teacher used the money to pay for food that would spoil quickly, gasoline, and the wages of the cook; as a result, she was required to give the DEO a certificate of use.

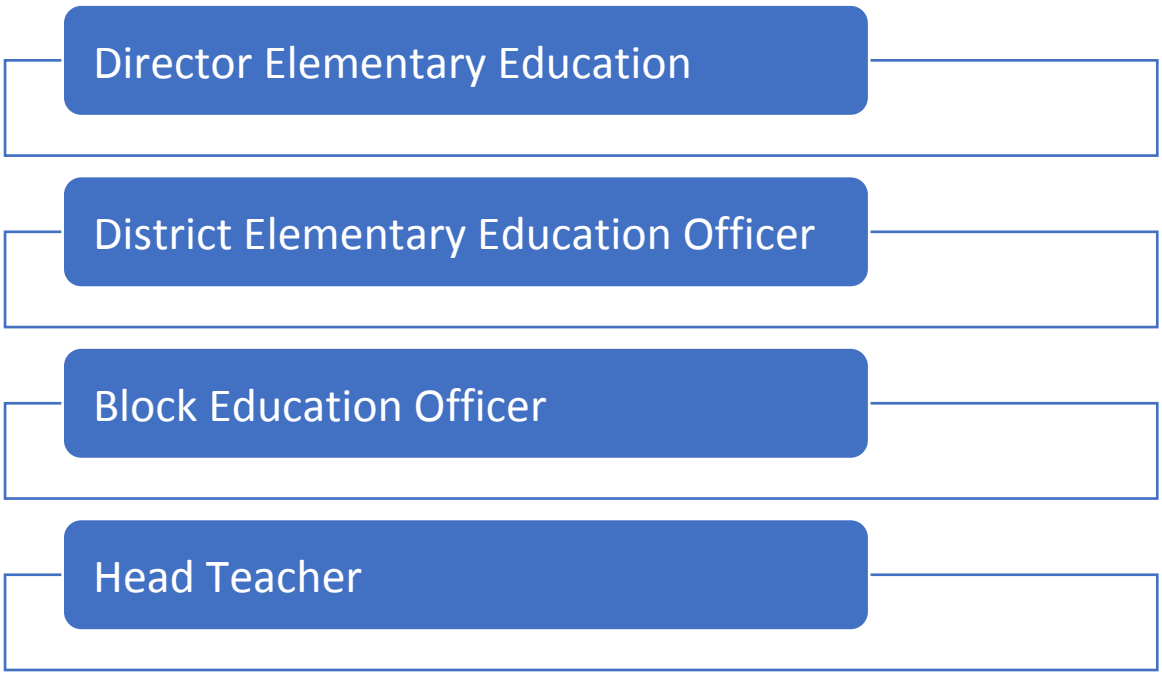

Fig no. 3: Fund Flow System at the State Level

3. Expected new Knowledge:

Most prior studies have attempted to determine how Mid Day Meal may influence students' nutritional status. Beneficiaries' perspectives have only been examined in a small number of research. Additionally, there hasn't been much research done on the Haryana state's Faridabad district. The current investigation intends to bridge that knowledge gap in addition to delivering updates on earlier researched parameters.

4. Literature Review:

Bala Madhu and Verma Deepak, (2018) explore the meaning of e-governance in a national and international perspective, as well as try to disprove the popular myths and major challenges in implementation of e-governance in India. Through this study author reviewed the e-governance development techniques and barriers to smooth e-governance implementation.

Bindal Anita & Singh R R,(2022) studied the definition of Mudra Yojan, as well as its vision, goal, and purpose and they also studied who is qualified for a Mudra bank loan and what documents are necessary. For this paper they used descriptive study and collected data from secondary sources. They concluded that the government needs to take greater initiative to raise knowledge of the MUDRA plan and, as a result, it encourage confidence in individuals to engage in entrepreneurial activity and also the government needs to take the initiative to ensure that this plan reaches to the intended audience, i.e. the weaker members of society.

Boriwal Sunita and Mittal Kusum, (2018) studied the opinions of female students between the ages of 9 and 12 about the midday meal programme, as well as the effects of the MDM on pupils' general health. A total of 205 girls from 8 schools in the Udaipur district were personally questioned.

Das Prasenjit, (2016) found that the driving factors for respondents from Latuatila village, Tripura, India, to create bank accounts under PMJDY, as well as their preference for nationalised banks.

Dash Srinibash & Hota Shuvashree, (2020) studied to determine the true impact of government-sponsored schemes for the improvement of rural people in the Sundergarh area. To analyze it, authors created and employed a standard questionnaire with 20 variables containing five essential elements such as NREGS, DRDA, SHGs, Mo Kodia, and other Yojana, with the help and guidance of experts in the area and a well-structured research methodology.

Devi.S Anjana, (2021) studied the awareness level of the people about the Atal Pension Scheme in Thiruvananthapuram district and she also determine the cause of the non awarenessof scheme among people. This paper concentrates on unorganised sector employees such as weavers, handloom workers, fishermen, and leather employees.

In this paper author collected sample from 120 respondents through well structure questionnaire in which author found that the majority of people are unaware of how the APY system works. Author conclude that the government should work to reach out to the people and make the system more visible to people.

Geeta N, (2020) investigate government initiatives, plans, or programmes, and budget allocations for women's empowerment in Women & Child Welfare and Rural Development in Telangana from 2014 to 2019. The research is based on secondary data and it is both descriptive. and analytical study. The relevant information regarding Telangana's Women Empowerment Programs and its many components is gathered from Telangana's Annual Plan Budget papers. Books, journals, websites, or other resources on a similar topic. The main objective of this study is to find out the government initiatives for Rural development and Women and Child Development

Gelb Alan, Mukherjee Anit, and Navis Kyle, (2018) studied the survey of beneficiaries of 2different welfare programmes in Rajasthan, this report gives the appearance of the perceived impact of digitalization reforms. The reason for beneficiaries choice is reasonably evident in the case of food and cooking gas subsidy reforms: they believed the new methods allowed them better control over their entitlements and decreased the possibility of others to claim or redirect their benefits. The idea of moving pensions from mail delivery to bank accounts is widely accepted, mainly due to the improved regularity.

Goswami Anil Kumar, Ramadass S, Kalaivani Mani, NongkynrihBaridalyne, Kant Shashi & Gupta Sanjeev Kumar, (2019) want to see how will elderly people in a Delhi Urban resettlement colony aware about the utilization of various social welfare schemes launched by the Government of India. In this authors found that the Social Welfare schemes are upto the point in providing help to elderly people but there is some scope of improvement also.

He took the sample size of 125 repondents and used the non probability sampling method. The empirical findings have identified variables such as demographic features, service quality, and scheme advantages. In this research author only emphasised the opportunity for banks to expand their customer base and improve their credit-to-deposit (CD) ratio in general and other factors are omitted from the study's scope.

Joshi Mrunal Chetanbhai& Rajpurohit P. vikram, (2016) investigate the level of knowledge of PMJDY among its prospective investors, i.e. rural customers in Surat district of Gujarat.The basic aim of this paper is to study the numerous elements that influence rural customers' knowledge of financial inclusion programmes and to investigate rural consumers' perceptions about financial inclusion programmes. In this study author used Non-Probability Convenience sampling method under which from 105 respondents data is collected.They discovered in this study that the government is continually aiming for the welfare of rural consumers by taking initiative via different schemes. They are only partly effective in raising awareness about the new financial inclusion strategy PMJDY. However, the government is still unable to effectively influence rural customers' understanding of financial inclusion programmes.

Jothi Saravanan, LakShMinarayanan Subitha, RaMakriShnanJayaLakshmy& Selvaraj Ramya, (2016) aim to understand the users satisfaction and utilisation frequency of the financial benefit received under the old age pension system as well as they want to analyze users opinions for the pension's delivery. For this research authors used both quantitative survey of 205 old age respondents who are randomly selected from urban Puducherry and a total of 12 qualitative interviews with recipients, family members, and Anganwadi employees were done.

Kawre Kavita D., (2014) studied the impact of Government Welfare schemes on Women and Children in Akola District. The main aim of this study is to find out the relation between the government welfare schemes and Beneficiaries of these programmes, as well as the effects of these programmes on their families, economics, and social life. The author wants to take a deep look at the women's and children's welfare programmes in the Akola area and assess if women's and children's development is truly being accomplished or not.

Kujur Divya, (2020) studied the Practises related to the midday meal programme during the epidemic that was brought on by COVID-19 in the Jharkhand district of Hazaribag. Due to infectious diseases that have been spreading throughout the world, the study's goals were to understand the process of introducing a midday meal programme during closing of schools and to investigate the reasons behind how it has affected the recipients.

Malik Ayaz, Venkatramana P and Baby Arshi, (2018) studied the Perception of Parents on Mid Day Meal Scheme Among Slum Communities of Delhi.The goal of the there study was to determine parents' perceptions, beliefs, opinions, and acceptability of the mid-day meal programme by gathering feedback from participants on the benefits they perceived the programme to provide in the Delhi slums of Madanpur Khadar and Nizamuddin Basti.

Prasad H. A. C, Sinha N.k, & Khan Riyaz A,(2013) had made an attempt to find out the progress and performance of various government schemes launched by the government of India. Some of those schemes are Mahatma Gandhi National Rural Employment Gurantee Act (MGNREGA), National Rural Livelihood Mission (NRLM)/ Swarnajanyanti Gram Swarozgar Yojana (SGSY), National Rural Health Mission (NRHM), Sarva Siksha Abhiyan (SSA), MidDay Meal (MDM) Scheme, Nirmal Bharat Abhiyan (NBA) etc. For this research authors used both primary & secondary data of two Indian States.

Rao P. Srinivasa, (2019) studied the three schemes of Government of India which are Pradhan Mantri Awaas Yoiana Gramin (PMAY-G) scheme to provide houses, the Pradhan Manthi Gram Sadak Yoiana (PMGSY) scheme to build roads, and the Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) to provide employment to rural people. In this paper author want to know the impact of these three schemes in rural area.

Results showed that girls have a favourable opinion of MDM. They enjoy attending school because of MDM; the food is delectable, and professors are concerned about instilling healthy eating habits in students.

Sathiyabama P Velmurugan R, (2019) aim to assess Women awareness of Government Sponsored Women schemes in the Coimbatore area. In this authors find that most of the Women are aware about Government Sponsored Women schemes such as Muthra Yojana scheme, Industrial Finance Corporation of India Scheme of Interest Subsidy for Women Entrepreneur, Annapurna Scheme etc.

Shivnani Tina, (2017) explores in this study to determine how many development initiatives the Indian government has implemented, as well as the various benefits and problems of implementing these initiatives in rural India. The focus of the study article is on whether the initiatives have helped to connect rural people and whether they have succeeded in meeting their fundamental requirements.

Sudindra V R, (2016) investigate to determine the viability of subscribing to the Atal Pension Yojana as a retirement planning device. In this paper author compares the present value of pension benefit against the present value of investment to determine if subscribers get profit from the scheme or not. The author used secondary data for this study. In this study author concludes that the Government of India's Atal Pension Yojana, an employee benefit system developed to safeguard unorganised sector employees, would not satisfy the aim of income security and retirement benefit as part of Financial Inclusion.

5. Technical Programme:

The aims of the research are as follows:

1. To find out the beneficiaries' perceptions about the MDM (Mid-day Meal)
2. To study the challenges that beneficiaries face in accessing the benefits from the MDM.
3. Find out how well beneficiaries are aware of the school-based MDM Program.
4. To determine the effect of the MDM on student enrollment.
5. To ascertain the effect of midday meals on student retention.

Research Hypothesis:

- H0- There is a negative perception of beneficiaries about MDM (Mid Day Meal).
  H1- There is a positive perception of beneficiaries about MDM (Mid Day Meal).
- H0- The beneficiaries faced no challenges in availing and accessing the benefits of the schemes.
  H1- The beneficiaries faced challenges in availing and accessing the benefits of the schemes.
- H0- There is no significant effect in enrolment rate after implementation of MDM (Mid Day Meal) scheme in schools.
  H1- There is a significant effect in enrolment rate after implementation of MDM (Mid Day Meal) scheme in schools.

Conceptual Framework:

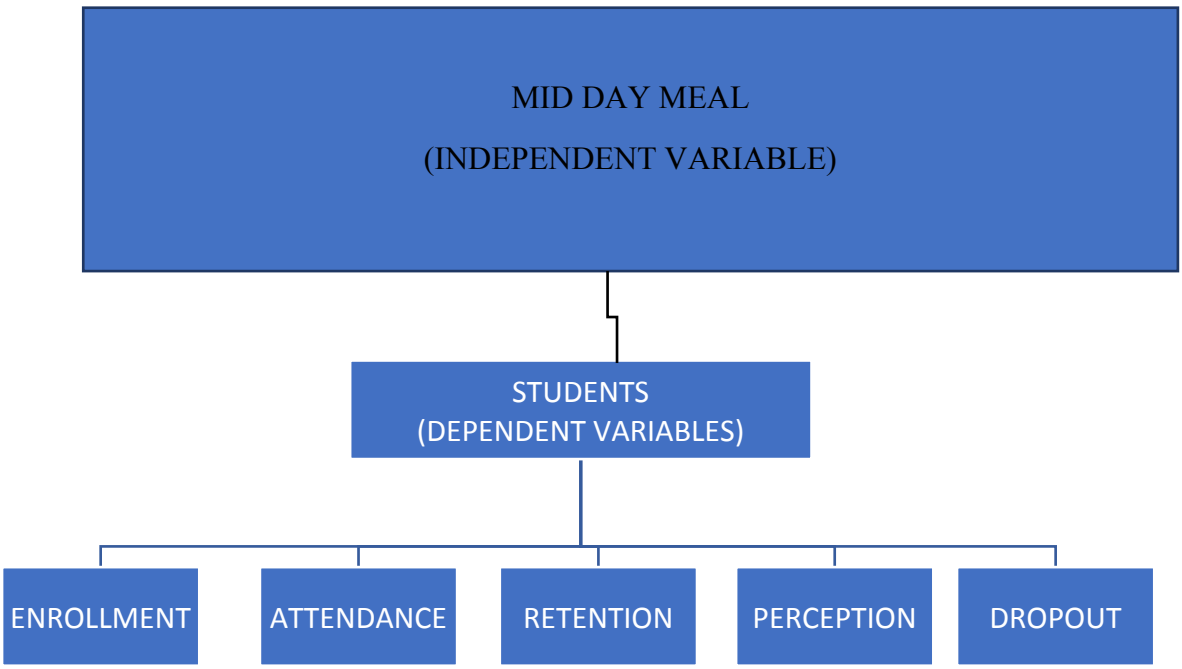

Fig. 04

Research Methodology:

Simple random sampling is a technique where every item in the population has an even chance and likelihood of being selected. An in depth comparison will be done depicting the outcome of the study. Data will be collected from 15 Government Schools from Faridabad, Haryana from each school, 10%of the population will be selected as the sample size to give unbiased results.

Data analysis:

After the collection of data, data will be analysed through T-test and Chi square test to reduce subjectivity and to find if there is any statistical difference between the groups.

Area of the Study:

The sample of this study, which is to be conducted in the Faridabad district, included all Students enrolled in public schools who are getting Mid Day Meal services.

Data Collection and sampling:

The sources of data for the research were the following eight Faridabad district schools:

1. Government Senior Secondary School, sec 7 Faridabad

2. Government Senior Secondary School, NIT 1

3. Government Senior Secondary School, Old Faridabad

4. Government Senior Secondary School, Sec 3 Faridabad

5. Mirzapur Government Senior Secondary School

6. Tigaon Government Senior Secondary School

7. Chandawali Government Senior Secondary School

8. Faridpur Government Senior Secondary School

9. Government Senior Secondary School, Sihi Sec-8

10. Government Senior Secondary School, Uncha Goan

11. Government Senior Secondary School, Ballabgarh

12. Government Senior Secondary School, Dayalpur

13. Government Senior Secondary School, Bhainsrawli

14. Government Senior Secondary School, Faridabad NIT No. 2

15. Government Senior Secondary School, Mewla Maharaj Pur

These schools are chosen considering both urban and rural settings into account.

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